



**'Treat other people as you would like to be treated'**

*We believe that children should be inquisitive, imaginative and resilient learners who are aspirational and flourish in the world that God has given us. Our Curriculum enables children to learn and to be able to articulate their learning, preparing them for their experience of learning at secondary school and creating a desire for lifelong learning.*

| Intent         | <p>At St Peter's Catholic Primary School our overarching intent is to instil a love of a mathematics in our children and staff; we want our children to be life-long mathematicians and to understand how mathematics is essential to everyday life and that it is critical to science, technology, engineering and finance. Through developing children's curiosity and gaining an appreciation of the beauty and power of mathematics, we want all children to enjoy the subject and to experience success. In our teaching and learning, we understand the importance of metacognition and developing self-regulation in children to become independent learners. We want to have a school culture where the children (and staff) understand that mistakes help us learn and we should not be afraid of getting things wrong. To embed this further, we regularly give the children the opportunity to self-mark and reflect; this allows the children to have a feeling of success as well as developing their resilience and perseverance.</p> <p><u>Mastery</u><br/>Pupils are required to explore maths in depth, using mathematical vocabulary to reason and explain their workings. A wide range of mathematical resources are used and pupils are taught to show their workings in a concrete, pictorial and abstract form wherever suitable. They are taught to explain their choice of methods and develop their mathematical reasoning skills. We encourage resilience, adaptability and acceptance that struggle is often a necessary step in learning.</p> |                                                                                                                              |                                                                                                                                                                                                                                                  |                                                                                                                                                                |
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|                | High expectations and Mastery                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Modelling                                                                                                                    | A vocabulary rich learning experience                                                                                                                                                                                                            | Pattern, connection and identification                                                                                                                         |
| Underpinned by | All children are expected to succeed and make progress from their starting points.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Teachers teach the skills needed to succeed in mathematics providing examples of good practice and having high expectations. | We intend to create a vocabulary rich environment where talk for maths is a key learning tool. Key vocabulary known as star words are introduced at the start of a unit or lesson and are recapped throughout the units and throughout the year. | All children have opportunities to identify patterns or connections in their maths; they can use this to predict and reason and to develop their own patterns. |

|  | The teaching of fluency                                                                                                                                                                                                                                                                         | The teaching of reasoning                                                                                                                                                                                         | The teaching of problem solving                                                                                                                                                                                                                                | Mastery                                                                                                              |
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|  | We intend for all pupils to become fluent in the fundamentals of mathematics including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. | We intend for all pupils to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. | We intend for all pupils to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication including breaking down problems into a series of simpler steps and persevering in seeking solutions. | All children secure long term, deep and adaptable understanding of maths which they can apply in different contexts. |

|                | Broad and balanced curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | S.O.D.A & Consolidation / Pre- Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Implementation | <p>Year R follow the NCETM's Mastering Number curriculum</p> <p>The Power Maths scheme provides teachers with lesson support for each year group in the school. Lessons may be personalised to address the individual needs and requirements for a class but coverage is maintained.</p> <p>In order to further develop the children's fluency, reasoning and problem-solving, we also use White Rose to further develops children's understanding of a concept and the links between maths topics.</p> <p>We use a range of planning resources including those provided by the NCETM and NRICH to enrich our children's maths diet.</p> <p>Resources that are may be used are:</p> | <p>We have Start of the Day Activities in each class whereby children are set a maths task or game to ensure general maths knowledge and fluency are maintained and developed; these may take many forms many forms, for example: arithmetic, specific times tables or several questions about a mixture of maths topics.</p> <p>Pre-Teaching<br/>Staff are able to support children with consolidation or pre teaching to ensure that children are confident with skills required for upcoming sessions.</p> | <p><b><u>Formative assessment</u></b></p> <p>Throughout our teaching, we continuously monitor pupils' progress against expected attainment for their age, making formative assessment notes where appropriate and using these to inform our teaching.</p> <p>At the start of each maths learning journey, the children will complete a pre-learning assessment (where appropriate and using previous year's objectives) and at the start of each learning journey block to assess prior learning; they will be</p> |

- NCETM PD materials  
<https://www.ncetm.org.uk/resources/50639> •  
White Rose Schemes of learning  
<https://whiterosemaths.com/resources/primary-resources/>
- NCETM Mastery Assessment documents  
<https://www.ncetm.org.uk/resources/46689>
- Gareth Metcalfe's 'I See Reasoning' and 'I See Problem Solving'. <http://www.iseemaths.com/> •
- NRich resources <https://nrich.maths.org/>
- Interactive representations from mathsbot -  
<https://mathsbot.com/>
- Numberblocks  
<https://www.ncetm.org.uk/resources/52060>

assessed formatively through the use of a post assessment.

Teachers will use both these assessments to provide further feedback or re-teach concepts where necessary to close gaps and ensure pupils have mastered the curriculum content at that point

### **Summative assessment**

Summative assessments are completed at the end of each term.

Summative assessment in Mathematics takes place at the end of every term in line with the School summative tracker.

In years 1, 3, 4 and 5 this takes the form of White Rose Assessment and in years 2 and 6 it is previous SATs papers.

In year 4, the children complete the Multiplication Tables Check (MTC) in June each year.

Years 2 and 6 also take part in the Statutory Assessment Tests (SATs) that take places in May each year.

|  | Online Maths Tools                                                                                                                                                                                                   | Cross Curricular links                                                                                                                                                                                                             | Extra-Curricular activities |
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|  | In order to advance individual children's maths skills in school and at home, we utilise Timestable Rockstars and Purple Mash for multiplication practise, application and consolidation. Battles are regularly set. | Maths is taught across the curriculum ensuring that skills taught in these lessons are applied to other subjects. For instance, within science lessons, measuring skills and statistical skills may be used within investigations. | ?                           |

|        | Pupils Voice                                                                                                                                                                                                                                                                                                                                                                                                     | Evidence in knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                        | Evidence in skills                                                                                                                                                                                                                                                                                                                                 | Outcomes                                                                                                                       |
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| Impact | <p>Through discussion and feedback, children talk enthusiastically about their maths lessons and speak about how they love learning about maths.</p> <p>They can articulate the context in which maths is taught being taught and relate this to real life purposes.</p> <p>Children show confidence and believe they can learn about a new maths area and apply the knowledge and skills they already have.</p> | <p>Children use acquired vocabulary (star words) in maths lessons. They have the skills</p> <p>Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.</p> <p>Children demonstrate a quick recall of facts and procedures. This includes the recollection of the times tables.</p> | <p>Pupils can show their deeper understanding of a piece by improvising further rhythms/melodies and composing short sections.</p> <p>The flexibility and fluidity to move between different contexts and representations of maths.</p> <p>The chance to develop the ability to recognise relationships and make connections in maths lessons.</p> | At the end of the end of the year we expect the children to have achieved Age Related Expectations (ARE) for their year group. |